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ABSTRACT

The major events and trends in U.S. teacher education which occurred during 1990 are summarized. The following topics are discussed: National Council for Accreditation of Teacher Education (NCATE); Holmes Group; Goodlad Teacher Education Study; Alternative Routes to Teaching; Regional Teacher Certification; Massachusetts' Fifth Year; National Board for Professional Teaching Standards (NBPTS); Teachers' Strikes; California Opposes Teachers' Strikes; and Teacher Education Trends. (DB)

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U.S. TEACHER EDUCATION EVENTS AND TRENDS 1990

By Franklin Parker

1990 Summary. Teacher education in 1990, as in the 1980s, was criticized from within and without the education profession. Tougher accreditation standards led the National Council for Accreditation of Teacher Education (NCATE), under new President Arthur E. Wise, to put more schools of education on probabion. The Holmes Group of 97 research university deans of education urged a national network of "professional development schools," consisting of selected elementary and secondary public schools where university profesors of arts and sciences and education professors would work with teachers and administrators to design curriculum, do research, rejuvenate experienced teachers and, above all, prepare new teachers, somewhat as in the old "lab schools." John A. Goodlad reported findings from his 5-year "Study of the Education of Educators" in 29 public and private colleges and universities preparing teachers. States continued to seek alternate routes to teaching; i.e., to allow bright college graduates to teach before completing education programs and state certification. Massachusetts joined several other states requiring a fifth year above an arts or science degree for teacher certification, as the Holmes Group had recommended in 1986. The National Board for Professional Teaching Standards (NBPTS) continued to develop assessment tests for teachers in all fields to identify the best teachers for national certification (i.e., above state certification), thus intending to win for teachers more public esteem and higher professional status and salaries. In declining to accept teacher college graduation and state certification as requisite for national teacher certification (beginning in 1993), NBPTS disappointed teacher education groups which have vested interests in those prerequisites (among others, NBPTS wants to attract to national teacher certification bright people who do not have these prerequisites). Conviction grew in 1990 that U.S. school reform cannot proceed or succeed without significant improvement in teacher education.

National Council for Accreditation of Teacher Education (NCATE). Arthur E. Wise became NCATE's new president on July 16. Appointment of the former director of the Rand Corporation's Center for the Study of the Teaching Profession was in line with NCATE's tougher standards since 1988. By November NCATE had put on probation 24 of 85 teacher education programs up for reaccreditation. The 515 education institutions which NCATE accredits out of the nation's 1,300 education schools prepared

about 80 percent of all elementary and secondary school teachers. Wise agreed with policymakers' consensus that teacher education needs to upgrade general education and assure in-depth mastery of subjects taught. He plans to build bridges with teacher education deans at elite universities (Holmes Group), some of which have withdrawn from NCATE's accrediting process.

Holmes Group. The April 15 report, *Tomorrow's Schools: Principles for the Design of Professional Development Schools,* suggests reforming teacher education through a national network of "professional development schools" (PD schools). PD schools are seen as selected elementary and secondary schools where university professors of arts and sciences and education professors will work with teachers and administrators in those and nearby public schools to design curriculum, conduct research, train new teachers, and rejuvenate experienced teachers. The PD school model is the teaching hospital, where medical student interns (i.e., teacher education seniors) practice on patients (i.e., public school students) under medical school faculty supervision (i.e., university subject matter professors and education professors cooperating with public school teachers and administrators).

The PD school idea is to integrate education theory and practice, to initiate research that furthers the curriculum and teaching techniques. Judith E. Lanier, Michigan State University dean of education and Holmes Group president, points out that teachers' colleges once had mainly private laboratory schools for student teaching, that these lab schools were discarded because they were considered elitist and detached from public schools. PD schools are different, she said, because they will be selected public schools,will combine teacher education with research, will strive to be as well supported and administered as are teaching hospitals, and will serve as influential nationwide models.

Forging equal relations and coordinating universities and public school personnel are seen as initial problems. Seeking state, federal, and corporate support, Holmes Group adviser Doug Ross sees PD schools as "a new R & D infrastructure to reinvent American education." He envisions a "land grant-type mandate" as was pioneered by the federal Hatch Act of 1887 and the Smith-Lever Act of 1914 which advanced agricultural experiments and extension education and helped change America.

Goodlad Teacher Education Study. John I. Goodlad, education professor and director, Center for Educational Renewal, University of Washington, shared with education leaders findings from "A Study of the Education of Educators," which he has directed since 1985. Funded by the Exxon Education Foundation, this is the largest teacher education study since James B. Conant's *The Education of American Teachers,*

1963, on which Goodlad collaborated. His team looked at 29 public and private higher education institutions in 8 states that employ 25 percent of U.S. elementary and secondary school teachers. He found that many universities which began as normal schools neglect their origins, disdain teacher education, and have poor teacher education programs. "We did not find a single mission statement of any institution that put teacher education at the forefront," he said in February. He found a disturbing turnover of higher education leaders responsible for teacher education: university presidents' average stay is 8 years; deans of education, 6.6 years; arts and science deans, 5.3 years; and academic vice presidents and provosts, 4 years. Schools of education lack coherence, he said, make little effort to recruit students, have no clear entry point, have too few minority students (8 percent in programs his team examined), and emphasize "practical" teacher education while neglecting the "moral" aspect of preventing dropouts.

Goodlad criticized the shifting emphasis from good teaching and teacher preparation to research and publications. At "flagship" public universities, only 7 percent of faculty felt that preparing teachers was essential to gain tenure but 46 percent felt it should be essential; 72 percent claimed that good teaching was centrally important but only 25 percent found it actually essential for tenure. Contrasting strong student peer groups in medical schools, Goodlad found little group identity among education students, with only 7 percent saying that they met informally daily with other education students. Some said that moving cohort groups together through teacher education programs is difficult because so many work full or part-time.

Jossey-Bass published three books in 1990 on the study: John I. Goodlad, Roger Soder, and Kenneth A. Sirotnik, *Places Where Teachers are Taught,* a history of U.S. teacher education; *The Moral Dimension of Teaching,* on the role of educators in a democracy; and *Teachers for Our Nation's Schools,* containing Goodlad's linchpin reform: "centers of pedagogy," where faculties of arts and sciences, teacher education, and the public schools will work together to prepare the world's best teachers. The centers would stand apart from existing schools and colleges, have their own budgets and faculty, design their own curricula, develop their own reward structure, and collaborate with nearby school districts (somewhat like the Holmes Group PD schools proposal). Goodlad plans forums to publicize his proposals to overhaul teacher education.

Alternative Routes to Teaching. New Jersey's 6-year-old alternative program is one of some 40 programs in 23 states to get needed teachers into classrooms quickly without going through the teachers college-state certification route. Such provisional teachers, critics say, may know their subjects but have not been trained to transmit their knowledge to students. In 1989, 1,500 (29 percent) of New Jersey's new

teachers were alternate-route bachelor degree holders without teacher training who passed the National Teachers Exam and began teaching under supervision while completing 200 clock hours of course work in one year. Over half of these 1,500 provisional teachers (21 percent are minorities) were fully certified in 1990.

Teach for America (TFA), a new alternate route, selected and trained 490 new teachers in fall 1990. TFA is the brain child of Princeton University graduate (June 1989) Wendy Kopp, age 23. After attending an education conference in her senior year, she persuaded her sociology thesis advisor to let her write on how she would organize TFA and raise enough money to support it. Confident and pragmatic, she sent her finished thesis as an appeal to 30 corporate executives. Surprisingly, she won support from Mobil, Xerox, American Cyanamid, and other big firms. Her team of 23 recruiters attracted 2,600 top college graduates and non-education major applicants, selecting 490 of them for an 8 weeks' crash summer institute at the University of Southern California. They did their student teaching in the year-round Los Angeles public schools and were sent on 2-year teaching stints to teacher-short areas of New York City, Los Angeles, New Orleans, Baton Rouge, and rural districts in North Carolina and Georgia. M ny admire TFA for attracting bright young people into teaching. Others say that it is only a temporary solution, that TFA teachers will soon drop out (40 percent of new teachers resign after 2 years, with the most talented leaving first), but by December only 27 teachers or 5.5 percent had dropped out, compared to a normal 6 percent first-year attrition rate. Kopp is correcting mistakes she admits were made and continuing to raise funds to enlarge TFA.

Regional Teacher Certification. On April 1 a Northeast Regional Credential group began to allow certified teachers in the region to transfer to teaching jobs in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont (New Jersey and Pennsylvania were interested in joining the pact). On July 1 a second group in the midwest began to allow certified teachers to transfer to teaching jobs in Iowa, Kansas, Missouri, and Nebraska. Transferred teachers in each plan will have 2 years to meet licensing requirements in the states they move to. Advocates say that regional certification allows teachers to move in response to supply and demand, that it attracts new teachers to the region, and that it may force lower paying states in the region to raise teacher salaries. Critics say that transfer of seniority-based salaries and pensions has not been resolved (in June 1989 Rhode Island became the first state to allow leaving teachers to take accrued pensions with them, provided the state they moved to had a reciprocal agreement). The regional reciprocity trend is being watched carefully, especially by the NBPTS, which is

working toward national certification of the highest qualified teachers (see NBPTS below).

Massachusetts Fifth Year. In January the Massachusetts State Board of Education abolished undergraduate education majors in its colleges and universities, requiring by 1994 that a master's degree precede permanent certification. The national consensus for teachers to have in-depth mastery of the subjects they teach has gained momentum since publication of 2 influential 1986 reports: the Carnegie Corporation's *A Nation Prepared: Teachers for the 21st Century*, and the Holmes Group, *Tomorrow's Teachers*. Flexibility is built into Massachusetts's new plan by allowing beginning teachers to teach full time while earning a master's degree (a help to minorities and others); and by granting fifth year provisional certification to bachelor of arts and science graduates, who must then observe public school classes and teach their subjects under veteran teacher mentors, preparatory to earning lifetime certification.

National Board for Professional Teaching Standards (NBPTS). Opposition surfaced in 1990 to the 64-member NBPTS's (mainly teachers) ambitious attempt is to certify the best teachers nationally, above and beyond minimum state certification. The intent is to identify through rigorous new assessment (testing) procedures the highest professional teaching skills and to certify such teachers nationally, anticipating that public esteem and professional salaries will follow, as they do in law and medicine. The ideas came from the Carnegie Forum on Education and the Economy in 1987 as a way to truly professionalize teaching.

In 1990 the National Education Association and other teacher education groups objected to NBPTS's prerequisite for those expected to apply for national certification: bachelor's degree and 3 years' teaching experience. The teacher education groups want as prerequisites teachers' college graduation and state certification, two standards that they have long invested in. The NBPTS declined to tie its national certification to state license and teachers' college graduation, saying that to do so would exclude private school and college teachers, the very talented people needed as new teachers, and would also hinder NBPTS's main innovation: to identify superior teachers by high performance on assessment tests. Knowing that NBPTS expects higher professional salaries for its nationally certified teachers, teacher education groups fear that their state certified-only teachers will be at the bottom of a two-tier salary scale.

In November NBPTS awarded a $1.5 million research contract for tests to identify superior English teachers. The assessment procedure would also feature videotapes of candidates' demonstrated skills in teaching English to 11 to 15 year olds. Identifying superior math teachers will follow. English and math are the first of 34

elementary and secondary school subject teaching areas NBPTS will assess. The research team is headed by a University of Pittsburgh researcher working with the Connecticut Department of Education. Connecticut has led in performance-based teacher assessment. Funding for the contract came from $10.5 million raised to date, even though NBPTS did not get $25 million to develop assessment tests proposed in a bill which died in the 1990 Congress. NBPTS's president has said that its assessment will be "administratively feasible, professionally credible, publicly acceptable, legally defensible, and economically affordable" for those teachers expected to be certified nationally, beginning in 1993. NBPTS needs greater national recognition and public acceptance. "It is essential that we expand greatly our communication effort," said NBPTS's chairman James T. Hunt, Jr., former North Carolina governor. A $3 million grant was received in September to publicize NBPTS's national certification mission in 36 planned state and regional forums.

Teachers' Strikes. West Virginia, forty-ninth state nationally in teacher salaries ($21,904 average), had a crippling teachers' strike, March 7-18. The state's 22,000 teachers in 55 counties, the legislature, and Gov. Gaston Caperton agreed on a plan for meeting immediate and long-term education needs, including permanent funding to remove annual uncertainties. Teachers' salaries were raised an average of 4 percent.

Teachers on strike demonstrated in mid April outside the Oklahoma capitol building. Oklahoma is the forty-eighth state nationally in teacher salaries ($22,000 average). On April 19 the legislature passed a $230 million education package which called for new taxes and gave funds to school districts for 1990. The strike affected for a few days 343,200 of Oklahoma's 572,000 students.

California Opposes Teachers' Strikes. California, with the largest school population in the U.S., considered a bill to ban teacher strikes by imposing binding arbitration. The bill's sponsor said that teacher strikes in 1989 cost California 7.2 million student classroom days lost. Supporting the bill, State School Superintendent Bill Honig said that current collective bargaining was too confrontational, lengthy, and expensive. Opponents argued that binding arbitration would take settlement control away from school boards and superintendents and that arbitration could not deal with sophisticated financial analysis needed to reach a fair compromise. Wisconsin, which has a 12-year-old binding arbitration law, has ended teacher strikes. However, Iowa's binding arbitration law has not worked, one observer said, because decisions are based on competitive salaries in nearby districts and not on a disputed district's ability to pay. Connecticut's binding arbitration law does take into account a town's ability to pay and "has forced both sides to be reasonable," said another observer. American Federation of Teachers

President Albert Shanker, who opposes the California bill, says that arbitration can be as expensive as collective bargaining; and that bargaining more usefully brings dissatisfactions out into the open, leading eventually to better cooperation than does simply banning strikes.

Teacher Education Trends. Lynn Olson's survey of teacher education's troubled past and present [*Education Week,* X, 15 (Dec 12, 1990), pp. 11-15, 20-21, 24-26] pointed out that Pres. Bush's 6 national education goals do not mention teachers or teacher education. This omission is part of historical neglect and the entrenched notion that to know a subject is to be able to teach it. The Massachusetts House committee on education held this view in 1840, historian-critic Arthur E. Bestor voiced it in the 1950s, and many top college and university administrators hold it still, wrote Olson. Historically, university officials would not take on teacher education, left it to "normal schools" from the 1830s, which enrolled mostly women because teaching was one of few fields open to them. Little academic rigor or achievement was expected from women teachers. Goodlad noted persistent low status and esteem in current teacher education programs, which he describes as stepchildren of universities, suffering from "chronic prestige deprivation," lack of clear mission, incoherent programs, and inadequate funding.

The approximately 1,300 institutions that prepare teachers, which some think is twice as many as the U.S. can afford, turn out about 91,000 teachers a year, most of them undergraduates. These institutions range widely in quality and, as *A Nation at Risk* (1983) noted, took too many teacher entrants from lower ability high school graduates and college students. After 1983, most states raised teacher education entrance requirements. NCATE requires a 2.5 grade point average (C+) plus basic skills proficiency. Goodlad found 70 percent of undergraduates in his 29 teacher education institutions had a 3.0 (B) grade average or better. Critics say, however, that while teacher education institutions have eliminated the bottom of the barrel, they still do not attract enough of the best and brightest; that undergraduates intending to teach are over 85 percent white and 80 percent female; and that higher entrance and continuing standards, while desirable, keep out minorities, estimated to be reduced from the present 10 percent to 5 percent of the nation's teachers by 2000, when minorities will form 30 percent of the U.S. population.

One study found that teacher education students on average complete a weaker general education program than their arts and sciences counterparts. The response of a dozen states at least has been to require prospective teachers to have a liberal arts or science major before teaching, or a fifth year. While this trend satisfies some concerned about secondary school teachers, debate continues about appropriate subject content for

elementary school teachers. Where pre-medical students have a highly specified undergraduate curriculum, pre-education majors have no comparable standard.

The Holmes Group's 1986 *Tomorrow's Teachers* blamed unversities' rush to specialization and job-oriented programs, not just education colleges, for teachers' subject matter weaknesses. Requiring a major does not solve the problem for teachers because a major is about entry level jobs or graduate school entry, not whether or not one has a deep understanding of one's major subject or can teach it competently and enthusiastically. We are not sure yet about the right mix of indepth subject mastery and subject-specific teaching methods courses. "People understand that you need arts and sciences," said Holmes Group President Judith E. Lanier, but are not convinced about the value of professional studies. Hence the rapid proliferation of alternate routes into teaching, which reflects the public's doubt about professional studies. The result is state-mandated caps on professional education (New Jersey's 30 semester hours including student teaching and Virginia's and Texas' 18-hour cap excluding student teaching in 4-year programs), eliminating education courses on some campuses, and "shoe horning" both subject matter and education studies into fewer and fewer time slots. At a time when troubled and disadvantaged children swell classrooms, prospective teachers need more, not less, professional training. One result is that 9 of the 26 Texas teacher education institutions formerly NCATE-accredited withdrew from the accreditation process. State capping and financial cuts of programs made them see that they would be rejected by NCATE. Such states as Georgia and West Virginia are rethinking state-limited professional education programs and are asking their teacher education institutions to find their own best ways to reform.

Professional studies in education colleges have long been disjointed, consisting mainly of 1 or 2 foundation courses (history, philosophy, sociology of education), an educational psychology or child development course, and one or more general and/or specific teaching methods courses. In this mix, Goodlad found little concern with values, character development, and moral understanding. Of 222 programs NCATE recently reviewed, 92 failed because they were not based on an explicitly stated philosophy that reflected current research findings and sound practice.

Besides a lack of focus and a lack of philosophy, many teacher education students have entrenched and unproductive views. They selectively reject anything that is not consistent with their own views. Goodlad found that the basic educational beliefs and values of nearly half of the teacher education students he studied remained unchanged throughout their teacher education programs. Passive rote learning of a bag of teaching method tricks that seem to work will not do, said Goodlad, who wants critical,

independent, and innovative teacher thinkers. Cultivating reflective and thoughtful practitioners does not come easily in professional studies or in prolonged student teaching. Some see it coming about in a network of professional development or practice schools similar to teaching hospitals, or in the PD schools advocated in the Holmes Group's *Tomorrow's Teachers* (1990). Others argue for carefully constructed case studies, as used in business schools. Still others think that helping teachers become critical, independent, and innovative is best done in inservice programs with experienced mentor teachers, programs which close to half the states have adopted.

Who are the enemies of change in teacher education? Some point to scattered, balkanized responsibilities for teacher education in universities, severe underfunding, lack of high-level university leadership, and overprescriptive state regulations. Rethinking teacher education means working across university department and creating an equal, cooperative university-public school partnership. Reshaping also requires funding, about which little can be done when state budgets are already tight. University leaders should, however, correct unequal funding where teacher education is getting proportionately less than engineering, business, and other departments. But university administrators, said Lynn Olson, promote programs whose graduates make money. Some feel "no heat" about reforming teacher education. Some share faculty stereotyped thought that teaching requires subject knowledge and little more. Others defend teacher education colleges as they are.

State intrusion on teacher education curriculum effectively stifles creative changes. Why bother going through demanding, time-consuming program renewal when you have to adjust to state-imposed requirements anyway? No other profession experiences state intrusion as does teacher education, said NCATE President Wise. When the state's need for teachers goes up, it lets standards go down. Still, 5-year certification programs are growing largely by default because more and more content is required.

Licensing disarray also hinders teacher education reform. Some think that NCATE standards should become national and are dismayed by NBPTS's refusal to tie their national certification to education college graduation and state certification. Because there are no well defined output standards, schools of education are in trouble, said NCATE President Wise. Many hope that NBPTS teacher assessment tests will show clearly what effective teaching should be. Back door emergency licensing, or alternative routes to teaching when warm bodies are needed, also inhibit teachers colleges from graduating quality candidates.

Reforming teacher education will require more money, reallocation of existing resources, and some combination of both. In the 1980s as pressures for reform mounted,

teacher educators became more willing to experiment. Many see hope for reform in the 1990s in Goodlad's "centers of pedagogy" concept and in the somewhat similar Holmes Group's PD schools.